

DOCUMENT RESUME

ED 339 670

SO 021 779

AUTHOR Kraemer, Dagmar; Stassen, Manfred
TITLE The New Europe and the New Germany in U.S.
Classrooms: International Cooperation and Curricular
Reform for the 1990s. Conference Minutes.
INSTITUTION American Inst. for Contemporary German Studies,
Washington, DC.; Indiana Univ., Bloomington. Social
Studies Development Center.
PUB DATE 91
NOTE 38p.; Report from a conference (Indianapolis, IN,
June 13-16, 1991). Also sponsored by the Embassy of
the Federal Republic of Germany.
PUB TYPE Collected Works - Conference Proceedings (021)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; Educational Change;
Educational Policy; *Educational Resources; Foreign
Countries; Futures (of Society); International
Cooperation; International Education; *International
Educational Exchange; *Social Studies; Teaching
Methods; World Affairs
IDENTIFIERS *Europe; *Germany

ABSTRACT

This report summarizes a conference that was held as part of a continuing effort to develop methods by which U.S. schools can better respond to challenges in international education for the 1990s. Roughly divided into five parts, the conference minutes outlined: (1) the progress made on resolutions adopted at the conference held one year earlier; (2) The different forms of international cooperation as adopted by the various states across the United States and their implementation in the classroom; (3) the role and function of professional organizations in the information disseminating process, including the possibility of increased cooperation between professional organizations; (4) the role and function of the ERIC Clearinghouse for the Social Studies at Indiana University and the Japan Clearinghouse as possible models for a clearinghouse concerning Germany; and (5) proposals for future actions, including the planning of conferences on cultural literacy and eurocentrism and a conference on the interface between foreign language instruction and social studies. A list of participants and a conference schedule are included. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED339670

American Institute for Contemporary German Studies
The Johns Hopkins University

Embassy of the Federal Republic of Germany

Social Studies Development Center
Indiana University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

THE NEW EUROPE AND THE NEW GERMANY IN US CLASSROOMS -
INTERNATIONAL COOPERATION AND CURRICULAR REFORM FOR THE 1990s

CONFERENCE MINUTES

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

DAGMAR
KRAEMER

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

submitted by

Dagmar Kraemer and Prof. Dr. Manfred Stassen

BEST COPY AVAILABLE

88 021 779

Table of Contents:

- I. INTRODUCTION**
- II. PREFACE AND RATIONALE OF THE CONFERENCE**
- III. ISSUES**
- IV. REPORT ON PAST ACTIVITIES AND CURRENT PROJECTS**
- V. TEACHING STRATEGIES AND SOURCES**
- VI. FUTURE PROJECTS AND RECOMMENDATIONS**
- VII. INITIATIVES**

APPENDICES:

- A. List of Participants**
- B. Conference Schedule**
- C. Analysis of the Presentation of Western Europe and Germany in US Social Studies Textbooks and Teaching Materials. (will be forthcoming under separate cover)**
- D. Order Form for Germany and Georgia: Partner for the Future.**

I. INTRODUCTION

These minutes are result oriented. The focus of the report is on initiatives and future activities proposed and discussed by the participants at the conference. The Preface outlines the rationale of the conference and provides an overview of past activities. The section on Issues reiterates the themes discussed at the conference and leads into the summary of Teaching Strategies and Resources. This subsection, enumerating the case studies and implementation strategies presented by individual participants, will be brief and selective. The position papers and handouts speak for themselves. We suggest that the participants who are interested in a specific model or teaching strategy contact the respective presenter to request further information. The wealth of informational material made available and handed out to the participants at the conference, precludes the inclusion of all these materials in an Appendix. The subsection on Resources will also highlight the visit to the ERIC Clearinghouse for the Social Studies in Bloomington. Again, the stress is on future initiatives; in-depth information on ERIC and the Japanese Clearinghouse can be obtained from the Dr. John Patrick, Director of ERIC and the Social Studies Development Center, and his staff, especially Dr. Fred Risinger and Ms. Evelyn Holt.

The minutes conclude with recommendations for future actions discussed at the conference. They also provide a brief account of the initiatives that emerged as a result of the conference. The appendices include the updated list of participants, the conference schedule, as well as an order form for the Georgia modules.

II. PREFACE AND RATIONALE OF THE CONFERENCE

The Indianapolis Conference is part of a continuing effort which began a year ago in Madison with the Conference "Central and Western Europe in Social Studies: Analysis of Teaching Materials and Textbooks" and whose thrust is to develop methods by which American schools could better respond to the new challenges in international education for the 1990s.

The events in Eastern Europe over the past 18 months - the disintegration of the Iron Curtain, the end of the Cold War, and the fall of the Berlin Wall - have changed the political landscape considerably. In addition, the projected economic and political union of Western Europe after 1992 - which is suddenly faced with the dilemma of both consolidating the Western integration achieved thus far and expanding into the new open spaces of the East- presents new challenges and opportunities for world trade and world peace. The unification of Germany is the most spectacular manifestation of the changes in Europe.

For the United States, this emergence of a new Europe and a new Germany means a radical rethinking of its past policies and a reorientation of its priorities. This comes at a time when, due to the demographic shifts in this country and the geopolitical responsibilities to the South and the Pacific West, the traditional preoccupation with Western Europe has been declining. The educational establishment in the United States and, in particular, those responsible for curricular reform are challenged to cope with this new situation. The old textbooks in the Social Studies are suddenly obsolete, the political upheavals occur faster than the new texts can be commissioned.

European countries have an understandable desire to be portrayed in a manner which reflects their recent developments and accomplishments. This desire may, however, mitigate against the current US educational imperative to rethink the canon of cultural literacy in favor of stronger inclusion (and improved textual representation) of traditionally marginalized groups in American society. The demand for more adequate treatment of non-European civilizations is supported by the changing demographics of both the state and national populations. Demographic projections show that the numbers and percentages of children of non-Western descent, be they Native American, African American, Puerto-Rican/Latino, or Asian American, are rapidly increasing within the US population. New creative thinking is required to mediate between these legitimate demands.

This constellation of demands has lead to new forms of cooperation in the international educational arena. Last year the German Marshall Fund of the United States (GMF), together with the American Institute for Contemporary German Studies (AICGS), the Goethe-Institute and the University of Wisconsin held a workshop in Madison on "Central and Western Europe in Social Studies: Analysis of Teaching Materials and Textbooks."

At the conclusion of the Madison conference, the colloquium participants adopted resolutions for future actions, a number of which were successfully implemented. Among these recommendations was the proposition to convene another conference in due time as a forum for further discussion and an opportunity to discuss initiatives and progress made.

The suggestion to create an ERIC Clearinghouse for Germany, analogous to the existing Japan Clearinghouse in Bloomington, Indiana, inspired the organizers and the facilities of Indiana University at Purdue in Indianapolis emerged as the location of choice. Subsequently, the Social Studies Development Center and the ERIC Clearinghouse for the Social Sciences of Indiana University graciously agreed to co-host the conference and invite the participants to a tour and informational exchange at their quarters in Bloomington. Professor Manfred Stassen from the (AICGS), a participant at the Madison Conference, who has been strongly involved in the implementation of the resolutions, had previously announced his interest in organizing the conference and was instrumental in planning the conference.

While the Indianapolis conference **"The New Europe and the New Germany in US Classrooms - International Cooperation and Curricular Reform for the 1990s"** was initiated as a forum to assess the course and progress of the Madison recommendations, it also sought to reach beyond the original Madison participants in order to exchange ideas with a wider group of curricular experts and other interested individuals. The guests that were invited, apart from the Madison participants, included Ms. Frances Haley, the executive director of the National Council for the Social Studies (NCSS) and selected members of the Council of State Social Studies Specialists (CS4).

Other eminent participants at the Indianapolis conference were the new cultural attache of the German Embassy, Dr. Reinhard Wiemer, Dr. Richard Remy from the Merhson Center of the Ohio State University, Prof. Renate Schulz, President of the AATG, Dr. Fred Czarra who substituted for Ms. Marianne Lais Ginsburg from the German Marshall Fund of the United States, Mr. Andrew Smith, President of the American Forum, and Mr. Joseph Shubert from the New York State Library. Whereas these individuals provided an institutional presence, the invited educators and curriculum experts from the state departments of Ohio, Nebraska, Georgia, Minnesota, Wisconsin and Virginia presented models of teaching on Germany and Europe.

Thus, the conference participants can be roughly divided into four groups which correlate with the issues and themes addressed at the Indianapolis conference: a) the collaborators of the Madison Conference to discuss past activities and current projects including the ERIC Clearinghouse representatives; b) institutional players and their organizations to establish links and provide an institutional framework; c) members of the social studies establishment in the United States to explore the interface between the social studies and foreign language instruction; and d) the state curriculum coordinators who have developed and implemented successful teaching models on Europe and Germany.

III. ISSUES

As stated in the rationale, the colloquium was convened to fulfill a number of functions: to address issues and to evaluate initiatives that emerged as a result of, but also independent from, the Madison conference. In his opening address to the conference participants Prof. Stassen outlined the agenda of the conference, its focus and the issues to be debated. The conference agenda was roughly divided into five parts as listed below:

A. The progress of the resolutions adopted at Madison, which were introduced by Prof. Valters Nollendorfs, including the most prominent steps, i.e., the fact-finding mission of the Madison group to Germany and the textbook analysis undertaken by Ms. Dagmar Kraemer and Prof. Stassen. Augmenting this discussion was a presentation by Dr. Howard Mehlinger on his experience gained from a 10-year investigation of American and Soviet history and geography textbooks.

B. The different forms of international cooperation as adopted by the various states across the US and their implementation in the classroom.

C. The role and function of professional organizations in the information disseminating process, including the possibility of increased cooperation between professional organizations. Alternate forms of teacher training in academic institutions or outside of these institutions as a means to "disseminate" knowledge on the new Europe and the new Germany.

D. The role and function of the ERIC-Clearinghouse for the Social Studies at Indiana University and the Japan Clearinghouse as possible model for a Clearinghouse regarding Germany.

E. Proposals for future actions, including the planning of conferences on cultural literacy and eurocentrism and a conference on the interface between foreign language instruction and social studies.

IV. REPORT ON PAST ACTIVITIES AND CURRENT PROJECTS

Friday, June 14, 1991

Prof. Nollendorfs summarized the main ideas of the Madison conference he had organized and briefly commented on the state of the "Resolutions for Future Actions" adopted at the previous conference. These resolutions reflect four concerns and subsequently four initiatives to remedy a perceived deficit. The initiatives preceding the resolutions are identified in the subparagraph, titled "outcome."

1) To revise and update high school and college social studies textbooks by inclusion of more recent material on the Federal Republic of Germany, European integrative efforts, and stronger consideration of social history, minority history, and women's history in the textbooks. While these recommendations were addressed primarily to textbook publishers, the Madison group also suggested a textbook project to investigate the state of Western European coverage with Germany as a case study. Another project suggested at the conference was the creation of a travel/study program for curriculum experts and teachers to enhance international cooperation and provide American educators with a first-hand learning experience on the new Germany and the new Europe.

Outcome: Textbook revision is a long-term, at times laborious undertaking and no immediate action can be expected within roughly a year's time -the period from the Madison Conference and this conference in Indianapolis. However, due to the intervening historical developments in Europe, there is an obvious need to revise the currently available textbooks to reflect the new post-Cold War realities. As a result, this is a most propitious moment to assist in the revision of textbooks.

The textbook project suggested at Madison was realized with its results summarized in the executive summary handed out to the participants (for the complete version of the study see Appendix A) The travel/study program was implemented and a group of educators, supplementary textbook materials publishers and curriculum experts went on a fact-finding mission to Germany. Their report, impressions and constructive criticism is summarized below.

2) To develop resource materials and curriculum units to supplement and update social studies textbooks. As the conferees at Madison commended, the textbook is only the primary reference for the teacher. Other forms of resource materials are also important, as they allow the teachers to react to short-term issues, include more up-to-date material and tailor the lesson to the students' current interest. Supplementary resource materials are thus not only able to avoid the publication time lag, they are also able to address specific topics in more in-depth fashion than a basal text, which operates under greater scrutiny, space constraints, and group pressures.

Outcome: Since the passage of the Madison conference, a number of projects have been undertaken or are in progress. In addition, while planning the Indianapolis conference, the

organizers were made aware of the excellent curriculum units on Germany that exist in a number of states, or that were developed in collaboration with the Goethe Institutes across the United States. These well-developed supplementary materials concentrate on more recent German history, however, the parts of German history, such as the Nazi past and the Holocaust are less thoroughly covered. The recommendation to develop teaching units which deal specifically with these topics has not yet been realized, although various efforts are under way.

3) To establish a clearinghouse for teacher-generated supplementary materials on Germany in the European Community. While media clearinghouses exist, the dissemination of these materials to teachers continues to be a problem. The conferees recommended the creation of a consortium -including the NCSS, the AATG, GSA, and the Goethe Institutes- to oversee the creation of such a clearinghouse.

Outcome: The consortium was not activated, perhaps, as Prof. Nollendorfs suggested, because the concept of the consortium was not clarified. The Japan Clearinghouse at the ERIC-Clearinghouse in Bloomington would be one possible model for a clearinghouse on Europe and Germany. In the course of the visit to the ERIC-Clearinghouse, the idea of European and German Clearinghouse will be discussed again. In this context, Prof. Stassen informed the conference on a proposal by Prof. Fleming for a "Germany in the Schools Center" which the University of Virginia could house. [Prof. Dan Fleming, a participant at the Madison Conference, was unable to attend the Indianapolis conference, but had communicated the idea for the Center to Prof. Stassen.] At the time of discussion no specific action on the "Germany in the Schools Center" had been taken.

4) **Projections for the future.** Apart from the specific initiatives outlined above, the Madison colloquium also endorsed the creation of an AICGS documentation center and two follow-up conferences on the changing demographic profile in the American classroom and the issue of new media and new technologies in U.S. schools. In addition, a successor conference to the Madison Conference was proposed to follow up on project recommendations.

Outcome: The documentation center at the AICGS under the supervision of Prof. Stassen has progressed beyond the planning stage and, with increased funding, may be established as early as 1992. The question of the desirability of two follow-up conferences one on "Eurocentrism" and the other on the "New Media," is subject to further discussion and was part of the agenda on Sunday morning. In addition, a new proposal for a conference on the interface between foreign language instruction and social studies will also be discussed at the last session as part of the future agenda.

The Indianapolis Conference "The New Europe and the New Germany in US Classrooms - International Cooperation and Curricular Reform for the 1990s" is thus a concrete realization of the recommendations expressed at Madison - to carry on these recommendations, affirm or revise the proposals and add new proposals for future actions.

After Prof. Nollendorfs' presentation on past activities and the resolutions adopted at the Madison conference and their results, Prof. Stassen gave a brief overview of past textbook projects which were commissioned by the US and the (West) German governments. Past recommendations for improved coverage regarding the treatment of the United States of America since 1945 in history textbooks in the Federal Republic of Germany and the treatment of the Federal Republic in US textbooks met with varying success. The recommendations were, at least partially, implemented in the case of the German educational system. The American educational system's freedom from governmental control allowed the effort to implement the suggestions concerning Germany's portrayal in U.S. textbooks to be largely averted. The present textbook study "Analysis of the Presentation of Western Europe and Germany in Social Studies Textbooks and Teaching Materials," by Ms. Kraemer and Prof. Stassen, however, is not addressed to governments and therefore does not follow the pattern, and hopefully not the fate, of past textbook projects. The research was also not guided to emerge with consensus-producing results but with the pragmatic intention to point to concrete and structural weaknesses in the presentation of Europe - with Germany as a case study (Appendix C).

The main findings of the study concern the significant underrepresentation of Europe and Germany after 1945, presentism and bias in the historical account, as well as a teleological approach in the presentation of German history that is noticeable even in the description of the Federal Republic of Germany. These deficiencies are addressed in the recommendations which are an integral part of the study. Pursuant to the pragmatic goal of this textbook study, the authors called upon the conference participants to give advice regarding the possible addressees of the study. Furthermore, Prof. Stassen asked for comments and ideas on a possible implementation strategy for the recommendations.

Comments: Responding to Prof. Stassen's appeal for advice, the participants pointed out several approaches to remedy the perceived deficits in the textbooks:

- to determine first the proper dissemination channels as a way to reach most effectively the targeted group of teachers and historians. In this context the collaboration with existing institutions, such as the NCSS, the organization of history teachers, and their respective newsletters was recommended as one way to reach the community of social studies educators. Dr. Patrick suggested the organ of the NCSS, "Social Education," as an effective tool for publishing the findings of the study. It is interesting to note that Prof. Mehlinger had also employed a special edition of "Social Education" to present his findings from the joint US/USSR textbook study. Another approach could be the attendance of annual conferences of social studies teachers and historians and the use of the forum as a sounding board.

- to target publishers via a conference for publishers. At this conference the publishers (and textbook writers) could be provided with a "menu of items" and issues on Germany that require inclusion in the text. In this context, Prof. James Harris asserted that these German-centered topics must have a specific orientation on the United States in order to gain a favorable

reception. Dr. Fay Metcalf added that due to the fact that textbook writers may not always have the necessary expertise, it is advisable to develop a bibliography or provide a listing of distinguished scholars in the field. This was actually in fact done in the case of the dissemination of the findings of the US/USSR textbook study, i.e., the findings of the textbook project were sent to the publishers together with a bibliography of outstanding authors who had addressed some of the controversial issues.

- to tackle the problem of biased, or otherwise missing, reporting on Germany by developing a model textbook on German history or, in a less ambitious approach, by making available to the teacher supplementary materials on the Federal Republic of Germany.

The morning session continued with a presentation of Prof. Mehlinger concerning his experience with the US/USSR Textbook Study Project. At the outset, Prof. Mehlinger stressed the highly political nature of the project and elaborated on his findings and the lessons that can be drawn from this undertaking (for a more detailed account on the development and progress of the US/USSR textbook study see Prof. Mehlinger's paper "International Textbook Revision: Examples from the United States," presented and handed out at the Indianapolis Conference). Relating to the textbook study undertaken by Ms. Kraemer and Prof. Stassen, the US/USSR textbook project noticed similar weaknesses as there was little reporting on current life in either country and a strong focus on political events at the expense of cultural affairs. Unsurprisingly, ideological issues dominated the U.S. and Soviet textbook project and became major points of contention between the researchers. The main finding (and lesson to be learned) is the fact that textbooks are a reflection of what one group or government believes to be important for the youth of that nation to know. In short: American books are written to serve American political education. Prof. Mehlinger also counseled that textbooks only change gradually, thus requiring continued monitoring. Furthermore, a textbook study should not merely state deficiencies in the textbooks but should be the first step in a process which continues with follow-up measures after distribution of its findings. Studies of the implementation of project recommendations are sorely needed.

Comments: In this context the conferees pointed out how eagerly the Japanese government has supported efforts to secure a favorable presentation of Japan in U.S. high schools. The Japanese interest in pre-collegiate education is not matched by European or German interest and subsequent financial backing. Moreover, as Dr. Remy asserted, European institutions and their delegations in Washington have provided minimal assistance and shown no interest in the work of the Merhson Center of Ohio University which has been working on a textbook titled "Teaching About European Unification: A Conceptual Guidebook for Educators" for the last two years. There seems to be an incomprehensible neglect by European governments and the EC regarding pre-collegiate education in the United States.

The morning session concluded with a report by Dr. Metcalf and Prof. Harris on the fact-finding mission in Germany which was undertaken by a selected group of American educators at the invitation of the German Embassy. The presentation was split between Dr. Metcalf who related her personal impressions and Prof. Harris who elaborated on the substantive issues of the trip. Dr. Metcalf reported on the high level of self-confidence that she noticed particularly among West Germans. In spite of cultural differences, Dr. Metcalf also observed a relative homogeneity of views between the young generation in the US and in Germany; particularly in the willingness to speak about disgraceful parts of national history. There was much greater hesitancy among the older generation who could remember the second World War and still harbored resentments. In general Dr. Metcalf singled out three lessons that need to be transmitted to American youth: a) that Germany, in fact, has a prime role to play in Europe and in Eurasia -German people are aware of their future importance and feel equal to the task; b) that the absorption of the former East Germany will be a more formidable challenge than initially recognized; and c) that Germany's regional diversity is poorly captured by the American understanding and the terms "federalism" and "regionalism."

Prof. Harris' report stressed that from a professional point of view, the most useful events of the trip were the informational visits to "InterNationes" and meetings with the various groups that disseminate materials including the "Filminstitut" in Muenchen, as well as visits and professional exchanges at the schoolbook institutes. These visits were highly instructive as they exposed the group to the relevant resource centers in Germany and also showed the educators that English language material on Germany, including film material which does not rely on language as transmitter of knowledge, is available. In addition, slides are available on virtually every topic. The professional exchange at the headquarters of "Deutsche Welle" also allowed the group to gain insights into popular German opinion. On the other hand, the official visits to Bonn, while well organized, were not as productive as they could have been due to an overload of detailed information concerning, for example, the relationship between the different "Laender" and their political interactions. As a last comment, Prof. Harris pointed out that a re-organization of the itinerary would be advisable for the next group of educators visiting Germany: Instead of visiting Bonn first, the official visit to Bonn should take place at the end of the trip as the information provided in Bonn was too overwhelming and too detailed to be absorbed at the outset of the trip. It appears more useful to acquire some personal experience on Germany first and then proceed with a visit to Bonn. In toto, however, Prof. Harris asserted the trip to Germany as inspiring: the group of educators returned to the United States with a much better understanding of Germany today. They made important professional contacts and received a whelm of information on resource materials.

II. TEACHING STRATEGIES AND SOURCES

Friday 14, 1991 (afternoon session)

The afternoon session began with case studies of international cooperation - the praxis of education. This part of the conference was intended to acquaint the attending educators with the presently existing forms of teaching on foreign countries in the classroom. Due to the wealth of case studies introduced, it is not feasible to discuss the models and recount in detail the respective discussions preceding the presentations. These minutes, therefore, only highlight the case studies and serve as a "refresher" to enable the participants to connect the different presentations with some key ideas. Again, the writers recommend that the interested reader request more detailed information from the source (see list of participants and conference schedule).

Mr. Kent Minor from the Ohio Department of Education, reported on the genesis and progress of the Ohio Project **"Great Lakes Japan in the Schools Project"** which was undertaken in 1986 under his leadership and continues to this day with the financial backing of the Japanese business community. The objective of the project was to develop a curriculum document that enables teachers to incorporate learning about Japan into their curriculum via concrete unit lessons.

Comments: The audience requested information on the funding arrangements with Japan. Mr. Minor affirmed that initially the project was funded by the Japan Foundation and only later supported by the business community. It is interesting to note that the initial proposal included provisions regarding language programs which subsequently were taken out by the Japan Foundation.

Dr. Frank Schiraldi reported briefly on the general tenets of the Ohio Department of Education and its commitment to global studies as a vital component in Ohio schools. Following Dr. Schiraldi's remarks, Dr. Martin Seletzki, seconded to the Ohio Department of Education by the German government to serve as a consultant on German studies, demonstrated **"Germany Today - the Ohio Social Study Project."** This project builds upon the expertise gained through the **"Japan in the schools"** venture and strives toward the same objective: the creation of effective unit lessons for use in the classroom as a way to improve student knowledge of a particular country. The goal of the **"Germany Today Project,"** while not German language dependent, seems to go beyond the comparable **"Japan in the Schools"** program as it also intends to support German language programs. Dr. Seletzki provided a sampling of these lesson plans which were illustrative of the supplementary material developed for German-specific issues.

The Georgia Modules on Germany were introduced by Dr. Donald Schneider and Dr. Glen Blankenship who, at the outset, confirmed that Georgia also has a strong commitment to international education. They presented instructional material **"Germany and Georgia: Partners for the Future"** which is a collection of lessons that grew out of a study/travel seminar to Germany attended by eighteen Georgia educators. The goal of the workshop in Germany was to provide teachers with information on Germany for the development of exemplary lessons for

teaching about the Federal Republic of Germany. Dr. **Schneider** remarked that the unification of Germany caught the Georgia educators by surprise, necessitating another trip to Germany in the immediate future to update the instructional materials and add a number of lessons dealing with the eastern part of Germany. It is noteworthy that the Georgia project was assisted by the German Language Consultant for the Georgia Department of Education.

Comments: The conference participants showed great interest in the Ohio and Georgia programs and the resulting instructional material. The instructional package **"Germany and Georgia: Partners For the Future"** consists of two rather voluminous books (total pages 420!). It is therefore not practical to attach the volumes in the Appendix. However, the Appendix includes the official order form for the materials, interested readers can use this form to request copies from Dr. **Blankenship** (Appendix D). At the conference Dr. **Patrick** also offered the inclusion of these materials in the ERIC database in order to bring them to national attention. Dr. **Remy** added that the dissemination question is a significant issue with the ERIC Clearinghouse assuming crucial importance in the US. This importance is derived from the fact that there is almost no systematic financial support available for the development of innovative instructional material, particularly for instructional material in the fields of history, the humanities and social science. As a result, US educators are dependent on local curricular development of the kind presented at this conference. Unfortunately, most of the local and regional curricular programs, while excellent, often reach only their respective school district.

The afternoon session continued with Mr. **Phillip Van Fossen's** presentation of the forthcoming book **"Teaching About European Unification: A Conceptual Guidebook for Educators"** which was developed under the supervision of Dr. **Remy** from the Mershon Center at Ohio State University. The textbook is conceived for classroom teachers to supplement textbook coverage of European unification and to help them plan lessons and units. The contributing authors include American and European scholars.

Comments: The conference participants inquired regarding the funding for the project, in particular, whether the EC has provided financial or other assistance for the project. Dr. **Remy** asserted that while the EC was helpful in arranging meetings in Brussels, no financial assistance was accorded to the Mershon Center and its staff throughout the project. Although the Center wrote grant proposals to US and European institutions, no financial assistance could be obtained. Allegedly, this fact is reflective of the attitude in the United States vis-a-vis pre-collegiate education. Dr. **Remy** maintained that there exists no sense of urgency about the need to strengthen teaching about Europe at the pre-collegiate level.

Ms. **Suzanne Jebe** extended the string of case studies with her introduction of the **"Minnesota Model: Incorporation of Europa in the New Curriculum."** The objective of the new Minnesota curriculum is to increase the information base for teachers in the areas being explored, to identify resources and to promote collegiate exchange. The Minnesota Humanities Commissions (MHC) has started a number of initiatives, among them a sequence of conferences on the new Europe. Furthermore, the MHC has made available a resource kit on the EC, a

handout on doing business in Germany, information on the Speakers Bureau (persons who are available for gatherings throughout the state), and other international programs. There is thus a strong focus on the education of educators.

Ms. Rosemarie Kuntz, spoke on her impressions of the German Marshall Fund (GMF) Teacher's Exchange Program in which she participated as an American exchange teacher in 1990. In this program, a cross-section of social studies teachers were invited to (West-) Germany to a teaching seminar for one month. In addition, the American social studies educators were given the opportunity to gather information on the Federal Republic of Germany and the European Community.

Comments: Ms. Frances Haley, who administered the exchange program through the NCSS, added that the program extends beyond the gathering of information on Germany and the EC but, instead, accords both sides the opportunity to learn about specific German and American issues from each other, through shared teaching opportunities. The program is allegedly being discontinued.

Prof. Nollendorfs concluded the afternoon session with his proposal for traveling "master" workshops designed for social studies and foreign language teachers. These workshops would be unique as their participants would have to commit themselves beforehand to perpetuate the workshops at the local level. At these master workshops, teachers would be informed on methodologies, interdisciplinary approaches to teaching, and current issues on Europe and Germany. The snowball effect of the workshops would lead to widespread dissemination of information as well as to teacher networking and increased collaboration between foreign language and social studies teachers.

Saturday, June 15, 1991

The Saturday morning session opened with Ms. Haley's introduction to the mission of the NCSS, its activities, affiliates in the United States, and international membership. Pursuant to the goal to improve the quality of instruction in K-12, the NCSS uses a number of vehicles such as newsletters and the main publication of the NCSS, "Social Education," to reach the classroom teacher. [Mailing lists of these newsletters are available through the NCSS]. Publications and conferences represent the core of the programmatic effort of the NCSS. In the context of this conference, Ms. Haley proposed a special issue of "Social Education" to address modern Europe and the united Germany.

Comments: Dr. Warren Solomon added that the gathered CS4 (Council of State Social Studies Specialists) officers - Ms. Fortney, Mr. Grigar, Mr. Ellington and himself - would be able to include the issues discussed at the present conference in the programs of the state meetings.

The executive director of the American Association of the Teachers of German (AATG) Ms. Helene Zimmer-Loew discussed the structure, mission, and various activities of her organization. Emphasizing the connections of the AATG with other language organizations and

the elaborate networking between the various social studies educators and the AATG, Ms. Zimmer-Loew affirmed that presently the state foreign language supervisors, Dr. Walter Bartz from Indianapolis and Ms. Jebe from Minnesota, are exploring ways to collaborate between foreign language instruction and the social studies with the state supervisors of the National Council. In addition, the executive director of the AATG instructed the conferees on her lobbying effort in the U.S. Congress, exemplified by the attempt to influence the global education act.

Ms. Elizabeth Hoffman, President Elect of the AATG, spoke on the Japanese long-distance learning project that is coordinated under her stewardship from Lincoln, Nebraska and aired via satellite across the U.S. to selected schools. The Japanese model of long-distance learning would also be applicable to similar ventures of interdisciplinary long-distance learning by substituting Japanese with German and coordinating the effort with social studies educators. This possible venture could draw from the experience and connections of the existent Japanese project.

Comments: The participants asserted that while there is less of a shortage of German teachers (when compared to Japanese teachers) in the schools, the long-distance learning model is also relevant for German language instruction. As German language is often offered secondary to French or Spanish language instruction, the long-distance learning model would be particularly attractive to smaller school districts which currently do not offer German language classes.

Succeeding Ms. Hoffman's presentation was Dr. Warren Stewart who discussed his thoughts on future video disk centers which would be located throughout the US to service the academic and lay community. These videodisc centers would provide the respective community with scientific and humanistic information stored on videodiscs. In addition, these centers would contain structured units for teachers and autodidacts on the different geographic and cultural areas of the world.

While Dr. Stewart addressed a present need that could be satisfied in the near future with the use of new technology, Mr. Joseph Shubert's contribution stressed the existing channels to deliver material to teachers and students. At present there are 92,500 school library media centers in the country which increasingly capitalize on interlibrary loans to make materials available to a greater audience. Membership in "multiple library systems" and access to on-line database systems allow even a remote school library to tap the existing resources in the US and abroad.

Mr. William Grogan from the Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES) reported on a collaborative venture undertaken with the Goethe House in New York to distribute German language cassettes to schools and educators across the US. The collaborative project, begun in the 1989-1990 school year, has met with great success. With the help of the Goethe House and InterNationes, BOCES continues to add new videos to its traveling tape library.

The Saturday morning session continued with Prof. **James Harris'** proposal for a "Summer Institute for Social Studies Teachers." The purpose of this proposal was to provide high school social studies teachers with the opportunity to study German history and culture in the twentieth century, in particular the more recent German history (1945-1990). The underlying assumption is that only a teacher who knows his subject well is able to convey the information to his students. The proposed six-weeks summer course would consist of three week study in the U.S. and a three week stay in Germany.

Comments: The colloquium showed great interest in Prof. **Harris'** proposal for summer workshops. Dr. **Metcalf** addressed the question of follow-up measures and appropriate funding of the project. Prof. **Harris** asserted that possible follow-up measures in the form of post-trip conferences depended on the geographic region that the pool of teachers was drawn from. Concerning the issue of funding, Prof. **Harris** asserted that the University of Maryland, where he teaches history, would partly fund the project and with the help of the NEH individual stipends could be secured.

Prof. **Gregory P. Wegner**, a methods professor on the teaching of history and social sciences, stressed that curricula on the new Germany and the new Europe needed to take greater note of the historical developments in Eastern Europe from 1945 to 1989. [The lack of knowledge on East Germany, for example, prevented an adequate evaluation of the costs and conflicts caused by the unification of the two Germanies.] Ultimately, however, educators have to decide whose conceptions of history regarding the new Germany and the new Europe should be preserved and examined. Likewise, he posed the question as to what knowledge about the past and present of the New Europe was worth preserving.

Dr. **Czarra** discussed briefly his ideas regarding national curriculum development. Dr. **Czarra** cautioned that past social studies curricula had failed because they neglected to enlist the cooperation of elementary and secondary teachers and, thus, created their lesson plans in an intellectual vacuum. Currently, however, the existing structures at the local school system level have been dismantled due to pressure from the governors and new task forces have been established at the middle school levels to address curriculum concerns.

The Saturday afternoon session concluded at the ERIC-Clearinghouse facilities at Indiana University in Bloomington. Ms. **Evelyn Holt** and Dr. **John Patrick**, who hosted the colloquium in Bloomington, addressed the conferees with an introduction into the function, structure and mission of the ERIC-Clearinghouse for the Social Studies. Ms. **Jane Henson**, Chair of the ERIC National Technical Steering Committee, elaborated on the technical aspects of the "ERIC system," access to the system, and the "logical connectors" (specifications) that the system can accommodate.

Dr. **Fred Risinger** and Ms. **Yasemin A. Oguzertem**, Director and Assistant Director respectively of the National Clearinghouse for U.S.-Japan Studies, presented the Japan Clearinghouse as a unique model for the creation of a region or country specific clearinghouse that provides a variety of services and products to elementary and secondary teachers and others

interested in teaching or learning about Japanese culture and society. Unlike the ERIC- educational database which entails only printed materials and resources on all regions and countries, the Japan database also includes videos, films, some simulations, artifact kits, and teacher-developed materials. The Japan Clearinghouse is not limited to educational concerns only but provides information on broad areas of Japanese history, culture, and US-Japan relationships. In addition, the Japan Clearinghouse has developed its own publications and conducts workshops. They also plan to offer an out-reach program in the near future.

It is interesting to note that since its founding in May 1990 the searches requested and the audience reached have progressively increased; it is expected that with greater awareness among the educational community the requests for searches will continue to multiply.

Comments: The participants were intrigued by the model of a country-specific Clearinghouse which, like the Japan Clearinghouse, can draw upon the experience and resources of the ERIC, while going beyond the service offered by ERIC. The colloquium also addressed the issue of appropriate funding for the project, particularly in light of a similar undertaking for a German Clearinghouse. Dr. Patrick asserted that it is possible to tailor the specific Clearinghouse to a given budget. The Japan Clearinghouse started out in the first year with an operating budget of \$85,000 which was provided by the US-Japan Foundation, the operating budget for the second year increased to \$125,000. However, due to the existence of the ERIC system, the Japan Clearinghouse did not start from scratch but drew upon the resources of and experience developed with the ERIC-Clearinghouse. The incorporation of non-printed media in the Japan Clearinghouse appealed to the colloquium and Dr. Schneider inquired about the method of categorizing a video while Dr. Renate Schulz asked about the selection criteria to insure quality control. Dr. Risinger asserted that the Japan Clearinghouse works closely with the East Asian Studies Center at Indiana University whose personnel evaluate the material and abstracts the videos (if necessary) for inclusion in the database.

In the general discussion, opened under the stewardship of Ms. Holt, other forms of ERIC projects, programs, and publications were briefly presented and discussed in the colloquium. The participants were particularly interested in a recent ERIC publication on teaching on Africa, as a similar project could address the perceived deficit in information on the new Europe and the new Germany. The publication "Lesson from Africa" was developed in response to requests of American teachers for high-interest materials on African culture. It is the product of collaborations between African and American social studies educators, intended to strengthen African studies in the US. Upon request of the colloquium, Dr. Patrick promised to explore ways to create a handbook for teachers on the new Europe and the new Germany.

V. FUTURE PROJECTS AND RECOMMENDATIONS

Sunday , June 16, 1991 (morning session)

The Sunday morning session opened with a statement by Prof. **Stassen** outlining the agenda of the last session: In particular the planning of two conferences - one on the interface of social studies and foreign language instruction and one on Eurocentrism - and calling upon the conference to reflect on future actions in a free-for-all brainstorming session.

The colloquium continued in the form of a panel discussion, chaired by Dr. **Schulz**, representing the AATG and Countess **Baudissin**, representing the Goethe Institutes, Ms. **Haley** and Ms. **Hoffman**.

Dr. **Schulz** addressed the need for increased collaboration between German language instruction and social studies for a number of reasons. Firstly, German speaking Europe is part of the Social Studies curriculum, in the form of "Landeskunde" [cultural knowledge and cultural awareness] which has traditionally been part of German language instruction. Secondly, the methodological paradigm of second language instruction has undergone a major change to include not only grammar but also content. The need to develop "content" material is now imperative. Foreign language instruction could draw upon the experience and expertise of social studies educators to develop adequate material and rid the language textbooks of the usual trivia which has been the major fare in foreign language instruction.

Pointing out Dr. **Ohlau**, the former director of the Goethe Haus in New York, as the "spiritus rector" of the idea for increased collaboration between German language instruction and the social studies, Countess **Baudissin** asserted the support of the Goethe Institutes for future collaborative ventures. Specifically, Countess **Baudissin** proposed that experts from both disciplines could collaborate and build a research group to plan the future conference.

In the context of a future conference Dr. **Walter Bartz** and Ms. **Mary Fortney** related their experience with a workshop in Indianapolis in which German and social studies teachers developed lesson plans. The workshop was only partly successful as the issue of language spoken at the conference emerged as an impediment to communication. The attempt to make the conference a bi-lingual venture proved disruptive. Ms. **Fortney** also recommended an investigation as to why previous efforts of collaboration failed before convening a conference.

An example of successful cooperation between second-language and social studies instruction was presented by Mr. **Michael McKinnon**, who coordinated these two areas in Wisconsin. In the Wisconsin workshops a number of key concerns emerged: Firstly, the question of "interference" (or, as Dr. **Schulz** termed it so aptly, the question of trespassing on another educator's "turf") which can, however, be addressed by gradually building trust. Secondly, the issue of time: Teachers need assistance in the form of resources and proven strategies as they are too time-pressed to develop teaching units themselves. Lastly, collaborative efforts need to be tied into larger interdisciplinary strategies and, most importantly, they need to be on-going.

The Wisconsin German Studies Project has addressed these roadblocks and shown that inter-disciplinary teaching works.

Future Projects

After a demonstration of successful teaching strategies, the colloquium again discussed the desirability of a future conference on the interface of social studies and second language instruction and the addressees of such a conference. Some participants argued that successful collaboration between teachers is often dependent on the individual effort of the teacher. Sophisticated discussions of curriculum experts at a conference without teacher involvement may not lead to the desired results. Action and feasibility plans need to consider the specific conditions in each school district; furthermore, the implementation process of these strategies designed to achieve cooperation must be built in order to succeed. Ms. Haley suggested that the integrated approach should start on the elementary level where the high school compartmentalization of education - which constitutes a major roadblock to communication between teachers - does not exist.

Dr. Czarra, on the other hand, argued that the premise of the present discussion in Indianapolis as well as the previous discussion in Madison, namely the desirability of an interface between social studies and German language instruction, has not been established but is treated as self-evident. Initially, however, the rationale has to be validated before specific action should be taken.

Mr. Andrew Smith, President of the American Forum, reasoned that a conference might not be the next logical step in addressing the three issues that have been identified as key areas and approaches to improve the teaching on Germany: Namely the issues of a) material, b) teacher training, and c) district specific programs and their nationwide dissemination. In all these efforts, follow-up measures, or mechanisms built into the process to continue the dialogue as the Wisconsin project has demonstrated, are crucial for effecting change. Moreover, without outside pressure to keep these concerns on the agenda, they are likely to be short-lived. Instead of holding a large conference, a number of smaller working conferences could be set up with a pre-defined agenda and pre-defined mandate.

In this context Prof. Harris maintained that the case studies presented at this conference demonstrated the existence of a number of successful programs. It appears, however, that curriculum task forces often work in isolation without awareness of each other's work, even though these models could be applied in school districts around the country. Before convening a conference on cross-disciplinary education, it would be interesting to determine the scope and reach of the programs already undertaken in this area. This represents a formidable task, yet this task could be facilitated through the AATG and the NCSS. Likewise, the addressees of the conference could be determined with the help of these organizations. The ground work done preceding the interface conference is not only necessary for the success at the conference but is the starting point in a process which has to continue after the conference.

Two other proposals that had been voiced at the Madison conference, namely the planning of a conference on the new media and the planning of a conference on Eurocentrism, were again taken up by the colloquium. A number of educators argued that given the present lack of financial resources of schools, the issue of the new media, such as CD-Roms and elaborate video equipment, in the classroom is not a pressing concern. However, by broadening the theme of the conference to encompass resources in general, interest could be sparked.

Prof. Stassen, on the other hand, argued that a conference on the use of new technology and the new media could explore the gap between the reality in the classroom and the technological advances that enable alternative methods of instruction. Furthermore, in the process of this conference, ways and means to bridge this gap with the assistance of professional agencies such as the AATG and the NCSS and other funding agencies could be examined. This type of conference, not unlike the conference on the interface, could facilitate the efforts but not "legislate" projects. Concerning a future conference on Eurocentrism, Prof. Stassen asserted the continued relevance of Europe particularly for minorities, if the European experience is presented in light of the needs of minorities. Emphasis, for example, should be placed on Europe's experience with a social market economy and with vocational education.

Mr. John Burack argued that the whole issue of Eurocentrism is based on a false dichotomy, as the tenets and the experience of Western civilization are relevant for minorities. Instead, the current debate reflects the mood of an inward looking America. The claim of irrelevance of the "dead white European males" pre-supposes an identity of views within Western political and cultural thought that does not exist. Nevertheless, the proponents of a European oriented curriculum are on the defensive and new models and new approaches to Europe are needed. Adding to the topics that are significant for minorities in the US, Mr. Burack called for a comparative approach linking the German approach towards the Holocaust and the American approach towards slavery.

Prof. Wegner argued that a conference addressing the issue of Eurocentrism is commendable and should be supported. Relating to his own experience, Prof. Wegner argued that currently university professors are pressured (particularly since Stanford published its new undergraduate curriculum) to reduce their teaching on European culture and language and, instead, teach about other parts of the world. The approach taken by Hirsch and his supporters tend to hurt the cause rather than provide a convincing rationale for keeping Europe on the national educational agenda. A conference could specifically address the charges of Eurocentrism and define the mission of the educators devoted to the teaching on the new Europe and the new Germany.

Dr. Patrick also supported the idea of a conference on the teaching of the new Europe but argued that such a conference should broaden its focus to a debate on the role of Europe and its place in the US curriculum. Within this broader discussion, the issue of ethnocentrism inevitably arises, yet, it would be a mistake, as Dr. Patrick argued, to include the politically charged term "eurocentrism" in the label of the conference.

Dr. Wiemer argued that the current definition of Western civilization, or what is popularly identified and understood as the civilization shaped by irrelevant "dead white males," is too narrow and, at the very least, this definition does not consider the developments of the last decades in Europe.

Mr. Smith reminded the colloquium that the underlying issues of the present debate on Eurocentrism are multifaceted and are motivated by academic and educational concerns, as well as by different ideological agendas. It is therefore highly unlikely that the debate can be resolved by consensus or by intellectual exchange alone. At the same time, a conference on these issues would be enormously helpful to clarify and to define the issues. Although many educators prefer not to address frontally the charge of "Eurocentrism," this issue is on the educational and national agenda and therefore requires informed answers - particularly from those educators who argue in favor of continued inclusion of Europe into the U.S. curriculum.

The conference was summed up by Prof. Stassen who reiterated the main issues and proposals discussed in the sessions and the recommendations which emerged as a result of the conference. The four areas of concern and angles to remedy identified deficits can be roughly categorized as relating to a) teaching materials, b) the nationwide distribution of existing supplementary materials and modules for teaching on Germany, c) the improvement of teacher training, and lastly d) the holding of conferences which can address the other more specific topics such as the interface between the German language instruction and social studies, the incorporation of new technology, and the charge of Eurocentrism. Lastly, and most importantly, the issue of coordination and follow-up measures to the work done and the work to be accomplished.

The conference concluded with a statement of purpose by Dr. Wiemer from the Embassy of the Federal Republic of Germany in Washington, DC. At the outset, Dr. Wiemer stressed that the German government is interested in a more adequate representation of the Federal Republic of Germany and the new Europe in order to foster and strengthen the bonds of the transatlantic relationship. The efforts towards an improved representation of Europe and Germany today, however, should not lead to a neglect of German history prior to 1945, in particular the Third Reich and the Holocaust. In fact, as Dr. Wiemer emphasized, Germany and Europe today can only be understood on the basis of the historical events and developments prior to the founding of the Federal Republic of Germany.

Recommendations

The recommendations that emerged in the general discussion on Sunday relate to the major "subjects and issues" identified by the participants as crucial in the effort to affect change.

1. Teaching materials

- To engage upon broad dissemination of the textbook study undertaken by Ms. Kraemer and Prof. Stassen and to enlist the support of professional organizations.
- To facilitate the development of a "model" textbook, written by one or more scholars in the field, on the issues that were found missing or whose treatment were found deficient in the study.

2. Distribution of existing supplementary teaching materials

- To collect the existing alternative materials for teaching on Europe and Germany and to make them available nationwide to educators and students. This could either be undertaken by a German Clearinghouse at ERIC or by a competing "Germany in the Schools" venture that would also have clearinghouse function.
- To develop a resource handbook for teachers about Europe's historical development from 1945-1992 published by the ERIC Clearinghouse for Social Studies.

3. Teacher Training

- To improve teacher education via exchange programs and teacher workshops as those proposed by Prof. Harris and Prof. Nollendorfs.
- To create and publish a special edition of "Social Education" on the new Europe and the new Germany and therewith inform social studies teachers on the more recent changes in European and German history.

4. Future Conferences

- To plan a conference on the interface between social studies and German language instruction with the possible incorporation of the use of new technology. This conference requires considerable planning to avoid the flaws and pitfalls of previous conferences on this issue.
- To plan a conference on the place of the new Germany and the new Europe in the US curriculum and by way of this concentration discuss the issue of Eurocentrism. Again, due to the sensitive subject matter an action plan should be determined prior to the conference and the participants should be carefully selected.

5. Follow-up measures

- To act upon the gains and insights derived at the two conferences: A first step would be to engage in the creation of a steering committee, which was initially proposed at Madison but not formally implemented. Secondly, agencies that could act as brokers and serve as a link and point of reference would have to be identified. As the colloquium learned from past projects, follow-up measures are crucial for the success of collaborative endeavors.

II. INITIATIVES

A few weeks after convening the conference various initiatives discussed in Indianapolis materialized while others are still being pursued. Pursuant to the result oriented approach of this protocol, the state and progress of these initiatives is summarized as follows:

1. Teaching materials

The textbook study **"The Presentation of Europe in US Social Studies Textbooks and Teaching Materials"** is in the process of being distributed to the various state agencies and publishing houses. An abstract of the study will be published in **"Social Education."**

As announced at the Indianapolis Conference, the Mershon Center under the stewardship of its Associate Director, Dr. Remy is in the process of publishing the resource book **"Teaching About European Unification: A Conceptual Guidebook for Educators."** In this context, Dr. Remy had asked Prof. Stassen to contribute a forward to the forthcoming text outlining the major findings of the textbook study and its recommendations. A consideration of the study and its findings will help to insure that this info reaches a wide audience within the social studies community.

2. Supplementary Materials

The lesson units **"Georgia and Germany"** developed by the Georgia taskforce under the supervision of Dr. Blankenship were included and abstracted in the ERIC database.

Dr. Patrick, in collaboration with Prof. Harris and Dr. Metcalf, wrote a proposal for a handbook for social studies teachers on the teaching of the new Europe and the new Germany. This handbook, titled **"Resources for teachers on the new Europe and the new Germany in U.S. Classrooms,"** will include background papers on the major topics and ideas that should be emphasized in the curriculum. Furthermore, it will contain exemplary lesson plans and a selected annotated bibliography of curriculum materials. Currently, the ERIC Clearinghouse and the Social Studies Development Center explore the possibility of collaboration with the NCSS in the production of this volume.

3. Teacher Training

Ms. Haley, Executive Director of the NCSS, has proposed the development of a special issue of "Social Education" on teaching about modern Europe and modern Germany. This issue would address European and German specific issues and be more voluminous than the usual issues. Similar ventures were undertaken by the NCSS on the Pacific Rim, on China, and on Australia.

4. Future Conferences

Due to the summer break, no significant progress concerning future conferences was made. Mr. Burack from Knowledge Unlimited, however, declared his willingness to assist in the planning of the "Eurocentrism" conference.

Likewise, Dr. Schulz from the AATG, contacted a number of interested educators concerning the interface conference and will be the contact person for this endeavor.

5. Follow-up measures

Due to the initiative of Dr. Warren Stewart, Director of Curriculum of Goochland County in Virginia, Ms. L. Paige Bishop, Coordinator of Gifted Education, and Ms. Carol S. Brallier, Principal, contacted Ms. Kraemer at the AICGS to obtain advice on access to supplementary materials for their German Center program. This program will be implemented in October 1991 and, as a first step, will involve gifted students at different grade levels. Subsequently, the lesson plans will expand to include all students, depending on the success of the endeavor.

APPENDIX A.

List of Participants

Mr. Stephen Balkcom
United States Department of Education
Central ERIC
555 New Jersey Ave., NW
Washington, DC 20208
202-219-2089

Dr. Walter Bartz
Foreign Language Consultant
Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204-2798
317-232-9157

Ute Countess Baudissin
Goethe Institute Washington, DC
1607 New Hampshire Ave., NW
Washington, DC 20009
(W): 202-319-0702
Fax: 202-319-0705

Dr. Glen Blankenship
Coordinator of Social Studies
Gwinnett County Public Schools
52 Gwinnett Dr.
Lawrenceville, GA 30245
(W): 404-995-2377
Fax: 404-995-2381

Mr. Jonathan Burack
Editor-in-Chief
Knowledge Unlimited
P.O.Box 52
Madison, WI 53701-0052
608-836-6660

Dr. Fred Czarra
Consultant for International Education
Council of Chief State School Officers
Snow Hill Manor Road
St. Mary's City, MD 20686
301-863-2124

Mr. John D. Ellington
Department of Public Instruction
Education Building
Raleigh, NC 27603-1712
(W): 919-733-3829
Fax: 919-733-4762

Ms. Mary Fortney
Social Studies Consultant
Indiana Department of Education
Center for School Improvement and Performance
Room 229, State House
Indianapolis, IN 46204-2798
(W): 317-232-9157
Fax: 317-232-9121

Mr. William Grogan
Putnam-Northern Westchester
BOCES
School Service Building
Yorktown Heights, NY 10698
914-245-2700

Mr. Louis Grigar
Director, Social Studies
Texas Education Agency
1701 North Congress
Austin, TX 78701
512-463-9556

Ms. Claudia Hahn-Raabe
Goethe House New York
1014 Fifth Avenue
New York, NY 10028
(W): 212-439-8700
Fax: 212-439-8705

Ms. Frances Haley
National Council for the
Social Studies
3501 Newark Street, NW
Washington, DC 20016
202-966-7840

Prof. James F. Harris
Department of History
University of Maryland
at College Park
2116 Francis Scott Key Hall
College Park, MD 20742-7315
(W): 301-405-4270
(H): 301-654-1687

Ms. Elizabeth Hoffman
Nebraska Department of Education
301 Centennial Mall South
P.O.Box 94987
Lincoln, NE 68509-4987
(W): 402-471-2918
(H): 402-551-6290
Fax: 402-471-2701

Ms. Evelyn Holt
Coordinator for School
Social Studies
Indiana University
Bloomington, IN 47405
(W): 812-855-3584
(H): 812-336-5932
Fax: 812-855-7901

Ms. Irmtraut Hubatsch
Goethe Institute San Francisco
530 Bush Street
San Francisco, CA 94108
(W): 415-390-0370
Fax: 415-391-8715

Ms. Suzanne Jebe
Specialist, World Languages and
Cultures Education
Minnesota Department of Education
640 Capitol Square
550 Cedar Street
St. Paul, MN 55101-2273
(W): 612-296-4073
Fax: 612-296-3272 or 7201

Ms. Dagmar Kraemer
American Institute for
Contemporary German Studies
Suite 350
11 Dupont Circle, NW
Washington, DC 20036
(W): 202-332-9312
(H): 202-296-8375
Fax: 202 265-9531

Ms. Rosemarie Kuntz
4270 Woodsage Trace
Indianapolis, 46237
317-786-4214

Dr. Howard Mehlinger
Center for Excellence and Education
Poplars 805
Indiana University
Bloomington, IN 47405
812-855-4337

Dr. Fay Metcalf
5808 East Lealand Street
Mesa, AZ 85205
602-396-4786

Mr. Michael McKinnon
Curriculum and Staff Coordinator
527 S Franklin Street
Janesville, WI 53545
(W): 608-756-8237
(H): 608-756-5227

Mr. Kent Minor
Department of Education
65 South Front Street
Columbus, OH 43266-0308
614-466-2211

Prof. Valters Nollendorfs
Department of German
University of Wisconsin-Madison
818 Van Hise Hall
Madison, WI 53706
(W): 608-263-5091
Fax: 608-262-4747
E-mail: ValtersN@wiscacc.BitNet

Dr. John Patrick
ERIC Clearinghouse for the
Social Studies
Indiana University
Bloomington, IN 47405
(W): 812-855-3838
(H): 812-332-2889
Fax: 812-855-7901

Dr. Richard Remy
Associate Director
Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201-2399
(W): 614-292-1681
Fax: 614-292-2407

Dr. Fred Risinger
ERIC Clearinghouse for
the Social Studies
Indiana University
Bloomington, IN 47405
812-855-3838

Dr. Frank Schiraldi
Division of Curriculum, Instruction
and Professional Development
65 S Front Street No. 1005
Columbus, OH 43266-0308,
(W): 614-466-2211
(H): 614-436-2766

Dr. Donald Schneider
University of Georgia
Department of Social Science
Tucker Hall
Athens, GA 30602
(O): 404-542-7265
(H): 404-353-6709

Dr. Renate Schulz
Department of German
University of Arizona
Tucson, AZ 85721
602-621-7388/7385

Dr. Martin Seletzky
Department of Education
65 South Front Street
Columbus, OH 43266-0308
614-466-2211

Mr. Joseph F. Shubert
New York State Library
State Education Department
Albany, NY 12230
518-474-5930

Mr. Andrew Smith
President, The American
Forum for Global Education
45 John Street, Suite 1200
New York, NY 10038
212-732-8606

Dr. Warren Solomon
Department of Elementary and
Secondary Education
P.O.Box 480
Jefferson City, MO 65102
(W): 314-751-4608
(H): 314-893-4407

Prof. Manfred Stassen
American Institute for
Contemporary German Studies
Suite 350
11 Dupont Circle, NW
Washington, DC 20036
(W): 202-332-9312
Fax: 202-265-9531

Dr. Warren Stewart
Director of Curriculum, Instruction
and Personnel
Goochland Public Schools
P.O.Box 169
Goochland, VA 23063
(W): 804-784-5044
(H): 804-285-3535

Mr. Phillip J. VanFossen
Mershon Center
199 West 10th Avenue
Columbus, OH 34201-2399
(W): 614-292-1681
Fax: 614-292-2407

Prof. Greg Wegner
University of Wisconsin at LaCrosse
145 Morris Hall
UW-LaCrosse, WI 54601
(W): 608-785-8143
(H): 608-486-2124

Dr. Reinhard Wiemer
Cultural Division
Embassy of the Federal Republic
of Germany
4645 Reservoir Rd., NW
Washington, DC 20007
(W): 202-298-4318
Fax: 202-298-4249

Ms. Helene Zimmer-Loew
Executive Director, AATG
112 Haddontowne Ct.#104
Cherry Hill, NJ 08034
(W): 609-795-5553
(H): 609-795-4443
Fax: 609-795-9398

APPENDIX B.

THE NEW EUROPE AND THE NEW GERMANY IN US CLASSROOMS - International Cooperation and Curricular Reform for the 1990s

Conference Schedule

- Thursday, June 13, 1991 : Arrival of participants
(afternoon)
- 6:00 p.m. : Reception (hosted by the Social
Studies Development Center/ERIC-
Clearinghouse, Indiana University)
- Friday, June 14, 1991
- 6:30 - 8:30 a.m. : Breakfast
- (morning)
- : Reports on past activities and
current projects
1. The resolutions of the Madison
Workshop (implementation,
problems etc.). (Nollendorfs,
Stassen)
 2. The results of the textbook
analysis (suggestions for
implementation).
(Stassen, Kraemer)
 3. The fact-finding mission to
Germany. (Metcalf, Harris)
- 12:00 noon : Lunch (planned)
- (afternoon)
- Depending on the
projected length of the
contribution, there
might be an evening
world session.
- : Forms of international cooperation
(case studies)
1. Education for a multi-cultural
(Case study: Japan). (Minor)
 2. The Georgia Modules on Germany.
(Blankenship, Schneider)

3. Germany today - the Ohio Social Study Project. (Seletzki, Schiraldi)
4. The Presentation of the Soviet Union in US Social Studies textbooks. (Mehlinger)
5. European Unification: A conceptual guidebook for Educators. (VanFossen)
6. German Marshall Fund teachers' exchange program. (Garland, Kuntz)
7. Minnesota model: Incorporation of Europe in the new curriculum. (Jebe)
8. An immodest proposal: Networking in German Studies. (Nollendorfs)
9. Bridge-building between social studies and languages. (McKinnon)

6:00 p.m.

: Dinner

Saturday, June 15

7:00 a.m.

: Breakfast

(morning)

Practice and politics of implementation

1. The role of professional organizations -such as the NCCS and the AATG- in the dissemination of information. (Zimmer-Loew, Haley)
2. Effective language instruction via Satellite. (Hoffman)
3. Library and Network Resources for Students and Teachers. (Schubert)
4. Dissemination Resources to supplement instruction. (Grogan)

5. The New Media and Curricular Reform. (Stewart)
6. Summer Institute for social studies teachers. (Harris)
7. Reflections on the teaching of German and teacher education in the US. (Wegner)
8. The National Picture: Working together for the Common Good. (Czarra)

11:30 a.m.	: Lunch
(afternoon)	: Visit to the ERIC-Clearinghouse/ Social Studies Development Center, Bloomington
12:45 p.m.	: Depart from Indianapolis for Bloomington
2:00 p.m.	: Meet at the Smith Research Center, Room 123
2:00 - 2:30 p.m.	: Introduction to the Social Studies Development Center and its, ERIC Clearinghouse for Social Studies/Social Science Education. (Holt/Patrick)
2:30 - 3:00 p.m.	: ERIC as an information system. (Henson)
3:00 - 3:30 p.m.	: Refreshment Break, informal tour of the SSDC and ERIC facilities.
3:30 - 4:00 p.m.	: Clearinghouse for U.S./Japan Studies in the ERIC System. (Risinger/Oguzertum)
4:00 - 4:30 p.m.	: Concluding discussion: Use of the ERIC system to improve education about Europe. (Holt)
5:15 - 6:30 p.m.	: Return to Indianapolis.

Sunday, June 16

6:30 - 8:30 a.m.

: Breakfast

(morning)

: Future agenda

Participants will be
grouped according to
interest.

1. Planning a conference on the
interface between foreign language
instruction and social studies.
(Ohlau, Zimmer-Loew)

2. Planning a conference on cultural
literacy and eurocentrism.
(Stassen)

1:00 p.m.

: Departure of participants

GERMANY AND GEORGIA

Partners for the Future

Order Form

Please send me _____ copy(ies) at \$5.00 per copy of the lessons.

Enclosed is a total of \$_____ to cover the cost of printing, postage, and handling of the materials.

Name (please type or print legibly)

Address

City

State

Zip Code

Send payment, check only, payable to :

Glen Blankenship
5031 Bainbridge Court
Lilburn, Georgia 30247